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ABSTRACT

Reporting on a college program whose goal is to help individuals with psychological handicaps, the criteria for program evaluation were that, by the end of the term, at least 66 percent of the students: (a) will have determined the validity of their attending college as a means of pursuing a realistic career goal; (b) will have determined a realistic career goal; and (c) will have made a written plan for the successful completion of their goals. In encouraging the student to produce quality academic work, increased work loads were assigned on an individual basis so an approximation of a fulltime course load was achieved by the last third of the term. At the end of the term, 75 percent of the sixteen students had determined their response to criterion a, 12.5 percent had not, and 12.5 percent had dropped out of the program. The staff concluded that 38 percent of the students met criteria b and c, 38 percent were still working on those goals, and 24 percent did not complete the program. The existence of such special programs and adequate counseling services and career guidance represents an important educational opportunity with implications for future programs. (AG)

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MONROE COMMUNITY COLLEGE

OFFICE FOR CONTINUING EDUCATION

CAREER GUIDANCE AND PLANNING PROGRAM

FINAL REPORT - TERMINATION OF PROGRAM

JUNE, 1973

A VEA Project, Number CO 72-2-1066, under the Vocational Education Act Amendments of 1968.

A Pilot Program to Provide Mentally Restored Young People (ages 18 - 30 years old) with Skills, Knowledge, and Motivation Required to Pursue a College Level Vocational Education Program.

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CONTENTS

Section	Page
General Objectives	1
Criteria for Evaluation	1
Students	2
Curriculum	2
Results	3
Implications Which Can Be Applied to Future Programs	4
Acknowledgements	5

CE 000 262

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GENERAL OBJECTIVES

To provide career guidance to students who have been referred to the Program.

To provide situations in which the student can test if he/she is ready for a college program.

To provide situations for the student to test his/her ability to handle academic stress.

To provide remedial mathematics and remedial English language classes for students enrolled in the Program.

To help the student to learn how to make career decisions and set career goals.

To help the student plan for the successful completion of a career goal.

To orient the student to the world of work

CRITERIA FOR EVALUATION

By the end of the term, at least 66% of the students:

1. Will have determined the validity of their attending college as a means of pursuing a realistic (in terms of the student's abilities and interests) career goal;

2. Will have determined a realistic career goal;

3. Will have made a written plan for the successful completion of their realistic career goals.

Students with an emotional or physical condition (not caused by the conditions inherent in the Program) that prevents them from completing the Program, will not be considered to have either successfully or unsuccessfully completed the Program.

The criteria for evaluation were determined at the start of the Program in September, 1972.

STUDENTS

Sixteen students were officially enrolled in the Program during the 1972-1973 academic year. An officially enrolled student is defined as a student who was referred to the Program by an agency external to the College and who participated in all phases of the Program's curriculum.

Nineteen students were referred to the Program by professors and staff at the College. These nineteen students participated in the individual and group counseling sessions provided by the Program's staff.

An additional eight students were referred to the Program by counselors at the New York State Office of Vocational Rehabilitation for individual and group career guidance and counseling.

CURRICULUM

The curriculum was divided into five sections:

Career Guidance and Planning Seminars
Individual and Group Counseling
Remedial Mathematics and English Language Classes
Study Skills Sessions
Course Work for Credit

An attempt was made by the Program's instructors to interrelate all sections of the Program. For example, during the sessions on study skills, the instructor would discuss the relationship of consistency of study habits to an employee's work habits.

The underlying educational philosophy of this Program was to provide situations to (1) enhance the students' understanding of their capabilities; (2) increase the students' sense of self-esteem; (3) improve the students' ability to cope with the college environment; and (4) raise the students' level of academic achievement.

Measured amounts of stress and increased work loads were given to the students (on an individualized basis) throughout the term. In this way, an approximation of a full time course load was achieved by the last third of the term. The student was then able to find out how well he/she handled the increased academic work load.

A basic philosophic tenet of this Program was to encourage the student to be responsible for producing quality academic work. Responsibility in this sense meant that the students were able to exercise greater control over the learning process by designing segments of the curriculum themselves. Mr. John Lloyd and Mrs. Josephine Keogh, the Mathematics and English teachers, constructed their respective courses with this idea in mind. This experiment -- learner designed curricula -- proved to be very successful in terms of motivating students. No appreciable decrease in the quantity or quality of scholarly material was perceived or measured by the teachers.

The career guidance, individual and group counseling sections of the Program were used to administer ability and interest tests; for discussions about possible careers; as forums for speakers from the New York State Employment Service and the College; as seminars on how to handle academic stress and work loads; as discussion groups on "How to socialize with other students"; and for student evaluations of the Program.

The students' professors of the courses for college credit were not informed of their participation in the Program. This was to enable the students to feel that they could function independently; it also avoided any "halo effect" or "self-fulfilling prophecies" on the part of the professors.

RESULTS

CRITERION FOR EVALUATION, NUMBER 1:

Of the sixteen officially enrolled students:

12 or 75% Determined the validity of their attending college to pursue a realistic career.

- 9 or 75% Have decided that through college they could receive training and pursue a realistic career.
- 3 or 25% Have decided that college is not realistic for them.

2 or 12.5% Dropped out of the Program for Physical or emotional reasons beyond the control of the Program.

2 or 12.5% Have not determined the validity of the college experience for training towards a realistic career.

CRITERION FOR EVALUATION, NUMBERS 2 and 3:

In the opinion of the Program Staff, of the sixteen enrolled students:

6 or 38% Have determined a realistic career goal for themselves and have amde a written plan for the successful completion of their goal.

6 or 38% Are still in the process of determining their career goal and are continuing to see the Program's Counselors.

2 or 12% Have dropped out of the Program for circumstances beyond the control of the Program.

2 or 12% Have dropped out of the Program before a definite career goal could be determined.

All the enrolled students were registered for at least one three credit course at Monroe Community College.

IMPLICATIONS WHICH CAN BE APPLIED TO FUTURE PROGRAMS

The presence of students with moderate and severe psychological disabilities in the college setting presents a college with a fine opportunity to let each student become all he is capable of being. From the two years experience with this Program several important adjustments to the normal pattern of recruitment, counseling and remedial services a college provides for its students are necessary.

(1) It must be recognized that the existence of remedial/counseling/extention services and programs for handicapped -- physically and psychologically -- students provides the opportunity for these students to attend college where such an opportunity was limited or nonexistant in the past. In other words, these students whould not be attending college if special programs for them did not exist.

(2) Students should be recruited from several social service agencies. Constant liasion should be maintained with the students' couselor at the referral agency. Financial arrangements for payment of tuition and fees should be worked out well in advance so that the student does not encounter difficulties during registration.

(3) A separate program *only* for emotionally handicapped students should not exist. A program which aims to provide any student who has a handicap -- be it the result of psychological, physical or socio-economic disabilities -- would serve these students better. The learning environment for handicapped students should not enhance the students' sense of isolation. A definite effort should be made to integrate the students into the college setting while providing special programs and services to meet the handicapped students' needs.

(4) A remedial education program must start at the level at which the student is at. This, by definition, demands a high degree of individualization of the curriculum. Flexible, very fine teachers are an absolute necessity.

(5) Counseling services must be provided in such a manner that the counselors can spend more time with the handicapped students than they usually spend with non-handicapped students. The object of the counseling should be to help the students to find ways in which the students can help themselves. College is a very individual and independent experience and thus the student must learn to adjust to this environment in order to complete the prescribed academic programs.

(6) Career guidance services must be extensive in the college environment. For the psychologically handicapped as well as the non-handicapped student it is imperative that accurate and detailed information be provided. Career guidance sessions should be open to the entire college but sponsored by the program for handicapped/remedial students. In this way a greater sense of contribution to the college commmunity can be developed in the students of a special education program.

(7) Continuity is a most important factor. The very nature of providing educational services for psychologically handicapped individuals demands continuity in couseling and remedial services. Ambiguity concerning the availability of support services grossly interferes with the students' academic progress and disrupts the learning environment. The college must be firmly committed in words and deeds to providing educational services to the psychologically handicapped student.

A college program which aims to help individuals with psychological handicaps to complete college must have good staff and an academic community which is responsive to the students' needs. This is the fundamental basis of a good program.

ACKNOWLEDGEMENTS

The fine staff of the Career Guidance and Planning Program:

Alfred Polizzi, M.S.
Instructor and Counselor for Continuing Education
Responsible for Group Counseling and Career Guidance; Coordinator of College-Program Articulation.

John Lloyd, Ed.M., M.B.A.
Assistant Professor of Business Administration
Responsible for the Remedial Mathematics Curriculum.

Josephine Kehoe, Ed.D.
Adjunct Assistant Professor of English
Responsible for the Remedial English Curriculum.

Harvey Botzman, Ed.M.
Assistant Professor and Director
Responsible for Administration; individual counseling and the Study Skills Section of the Curriculum.

The Office for Continuing Education at Monroe Community College provided the impetus and support services for the Program. James McGuidwin, Associate Director of Evening and Summer Sessions was responsible for the overall supervision of the Program. Mr. McGuidwin, together with John D. Cotnam, Associate Dean for Continuing Education and Donovan M. Jenkins, Director of Evening and Summer Sessions provided input and insight into administrative and student problems. Their help was invaluable.

Other individuals who provided support were Patricia Austin, David Borden, Elbert Butler, Barbara Drysdale, Walter Gooding, Ronald Jordan, Ronald Kosteche, Patricia Marland, Maryann O'Leary, Richard Riley, James Walsh

and the Department Chairman at Monroe Community College; Michael Bartnicki, Edward Bryant, Daniel Burrell, Mary Casey, John Heberer and Paul Pfrommer at the New York State Office of Vocational Rehabilitation in Rochester; and the students who participated in the Program.

Respectfully submitted,

Harvey Boltzman
Director
June, 1978

TUITION AND FEES*

First Term			
35 credit hours	x	$23.00	$ 805.00
Activity fees			60.00
Laboratory fees			20.00
			$ 875.00
Second Term			
First term students in attendance the second term			
45 credit hours	x	$23.00	$ 1035.00
Second term, new students			
24 credit hours	x	$23.00	552.00
Activity fees			77.00
Laboratory fees			30.00
			$ 1694.00
Books and Equipment			
Total for all students			$ 820.56
Totals			
Tuition			$ 2392.00
Activity fees			137.00
Laboratory fees			50.00
Books and Equipment			820.56
			$ 3399.56

*For the nineteen fully enrolled students.
An additional 180 credits were taken by students who came to the Program for counseling and career guidance (referred to me by agencies external to the College). ($4140.00)

Additional sums of money were due the College under the State University Non-credit FTE formulat for 19 students x 6 credit hours (English and Mathematic)s